**Department of Primary & Childhood Education**

| **Lesson Plan** | | | |
| --- | --- | --- | --- |
| **Date:** | **Class: Year 1** | **Subject/topic: PSHE** | **Time: 1:00-1:50pm** |
| **Prior knowledge:**  *how does this lesson fit in with a sequence of lessons-what components have previously been taught?*  Children will have been introduced to the different things that go into people’s bodies and onto their skin. They will have discussed how they are able to manage this within their household. | | | |
| **Outcomes:**  *what composite knowledge/ skills do you want children to achieve?*   * Identify what can make people feel better * Explain that medicines come in different forms and are used in different ways * Recognise that some medicines can help prevent illness * Identify who helps people stay healthy and what they do   **Assessment:** Observation and discussion | | | |
| **Learning objectives:**  *Substantive & disciplinary knowledge*   1. To learn about medicines and their uses | | | |
| **Key vocabulary:**  Medicine, vaccination, healthy, unwell, recover, illness, injury, protect, body | | **Resources:**  Images of various medicines; Job title cards – doctor, teacher, nurse, dentist, paramedic, teaching assistant, counsellor, nutritionist; Activity sheet. | |
| **Predicted misconceptions:**  Different medicines are used in different ways and for numerous reasons. | | **Risk assessment:**  Children moving between activities will need to be controlled.  Ensure all packaging is empty. | |



| **SEQUENCE OF TEACHING & LEARNING** | | | | |
| --- | --- | --- | --- | --- |
| **Timing:**  *consider pace of lesson.* | **Role of the teacher & support staff:**  *e.g. key questions, retrieval of prior learning, modelling and explanations, checking understanding, consider cognitive overload, effective use of additional adults, behaviour for learning.* | **Children’s steps in learning:**  *what will the children be doing? Learn, practise and apply component steps.* | **Adaptive teaching:**  *consider adaptive strategies to support all pupils (including stretch and challenge & SEND), consider resources.* | **Checking what children know, understand and can do:**  *Key questions inc. hinge and retrieval/recall, assessment of outcomes.* |
| 10 mins | Retrieval activity – ask children to recall ground rules from previous session and knowledge of medicines. Explain that there are different types of medicines which are used in various ways – some help recovery, others are used for prevention. | Ask children to draw on prior learning to suggest why medicines might be used. | Use additional adult or prompt cards to support.  Targeted questioning to specific children. | What medicines did we discuss in our last session?  Why and how were those medicines used? |
| 15 mins | Ask children to think about a time when they have felt poorly and what helped them to feel better. Using a puppet introduce the children to a scenario explaining that the character is feeling unwell. What might help the puppet feel better? | Pair share - children discuss what might help them feel better.  On returning to their tables, children are provided with scenarios of a child being poorly. They will work in pairs to identify what will help them feel better. | Mixed ability pairings  Visual aids for scenarios  Word bank with images for key words  Provide a bank of solutions that may be suitable so that children can choose | Are children identifying appropriate medicines/ solutions? |
| 10 mins | Ask the children to think about a time they have been given medicine – what did it look like, did it go in or on their body, how did it help them? | Medicine hunt – Using the scenarios as a base the children find the solution from a selection of images around the classroom for example ‘Peter has a cut on his finger – what will Peter need?’ Children will need to find cream. | If children are unable to reflect on their own experience, ask them to think about a sibling or friend | Which medicines are used on your body? |
| 10 mins | Explain that some medicines are needed to help keep people healthy. Share some examples (eczema cream, inhaler) Discuss how these help people who have a particular illness. Ensure children understand that some medicines are used to help people recover quickly from an illness but that some are used to regularly to prevent illness.  Ask children if they have experienced anyone who has had to have medicine long term to get better? | Children share experiences. | Be mindful of prior health conditions of children and families. | Do children understand that medicine can be used short and long term? |
| 5 mins | Quiz – Provide children with scenarios and ask them to identify a suitable medicine. | Children use ‘show me’ fans to identify the most appropriate medicine to match the scenario. |  |  |



| **EVALUATION** |
| --- |
| **Evaluation of pupils’ learning:**  SD, RM – Demonstrated deeper understanding of this aspect and need further challenge n next session.  GF, JK and SW – needed additional support – target these children for key questions in introduction next lesson.  **Next steps:**  *e.g. how to address misconceptions, providing increased challenge or support, use of different resources or modelling techniques.*  Consider how to stretch children who demonstrate deeper understanding  Target retrieval questions to GF, JK and SW in next lesson Consider use of cartoon story boards to support understanding. |
| **Evaluation of teaching:**  Needed a shorter focussed input to maintain children’s attention and focus  **Next steps:**  *e.g. subject knowledge, teaching strategies, behaviour management.*  Consider timing of input and strategies to support reduction in low level behaviour. |